

Anatomy of a Student Outcome Objective

<p>Title – A short name for the SOO</p> <p>Content Area – The content area(s) to which this SOO applies</p> <p>Grade Level – The grade level(s) of the students</p> <p>Students – The number of students to whom this SOO applies</p> <p>Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the support professional is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.</p>		
Main Criteria	Element	Description
<p>Essential Questions: What is the most important knowledge/skill(s) I want my students to attain by the end of the interval of service?</p>		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> ▪ The objective statement describes the specific outcome that the support professional is working to achieve. ▪ The depth and breadth of the objective statement will vary depending on the Support Professional's role and assignment, but should be specific enough to clarify the focus of the SOO.
	Rationale	<ul style="list-style-type: none"> ▪ Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority.
<p>Essential Questions: Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<ul style="list-style-type: none"> ▪ Information that has been collected or reviewed to support the overall reasoning for the student outcome objective. ▪ This information could include survey data, statistics, participation rates, or references to historical trends or observations.
<p>Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?</p>		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> ▪ Describe where it is expected for groups of students or the school community as a whole to be at the end of the interval. ▪ The targets should be measurable and rigorous, yet attainable.
	Rationale for Target(s)	<ul style="list-style-type: none"> ▪ Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community. ▪ Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. ▪ Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> ▪ Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective. ▪ Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else). ▪ Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored).
	Strategies	<ul style="list-style-type: none"> ▪ Describe the method, strategies or plan that will be used to achieve your goal.